**K-5Math Lesson Plan**

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| **Teacher: Southard/Johnson** | | | **Grade:2nd Grade** | | | **Date(s)**: Task 3 Day 1 |
| **Unit Title:**  Unit 1: Understand Place Value  (Hundreds, Tens, & One) | | | | **Corresponding Unit Task:**  Use base-ten blocks or a number line to determine how much more you will need to buy of each item. Compare how much of each item you have in current inventory to how much more you will need to buy. | | |
| **Essential Question(s):**   |  | | --- | | How do I compose numbers up to 1,000? |   How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Memory cards  Number Sheet for each student | | **Student:**  Dry erase board  Number Sheet (see bottom)  Glue  Scissors  Construction paper | | | |  | | --- | | **place value**  **hundreds**  **tens**  **ones**  skip count  counting on |   \*Bold face used in lesson | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.3**  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)*  (Correlates to NCSCOS Math Objective 1.01b) | | | | | | |
| |  |  |  | | --- | --- | --- | | **I Can Statement(s):**   |  |  | | --- | --- | | I can read numbers to 1000.   |  | | --- | | II can write numbers to 1000.  II can use number names to read and write numbers to 1000.  II can use expanded form to read and write numbers to 1000. | | | | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  <http://www.k-5mathteachingresources.com/support-files/numberwordconcentration.pdf> Hand out a card from the following link to each student (you should also have a card). Have the students keep their card a secret and turn it face down on their desk. The teacher will then show and say their number to the class. Then call on a student to do the same thing. If the cards are a match then the students will hand their card to the teacher. That student will then call on another classmate to start. If the cards are not a match then the teacher will turn their card back over. Then that student will call on a classmate to see if they are their match. Once you have played a few rounds of the game then call on a student to answer the following: **How can you show your number in a different way?** (Goal is to have the student say the word form on the number that they have i.e. the expanded form hundreds, tens, and ones). | | | | | |
| **Teacher Directed:**  Teacher will write the word form of a number on the board. Then call on a student to come up and write the number on the board. Do this several times with different numbers. Teacher will then write the numeral on the board and have the student write the word form. | | | | | |
| **Guided Practice:**  Each student will work with a partner. Give each group a dry erase board. One student will choose a number and write it on the board. The other student will write the word form of the number. Each student should practice the role 5 times. They will then switch roles for another 5 times (Each time having a different number). | | | | | |
| **Independent Practice:**  Pass out to every student a number sheet **(See attached)** and piece of construction paper. Students will cut and paste the matching number to its word form. | | | | | |
| **Closing/Summarizing Strategy:**  Have students check their partners work. Then repeat teacher directed activity to check for understanding. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Change numbers on Number sheet so that 0 is placed in the tens or ones place.  Give students 4 digit numbers (See sheet). | | | | |  | | --- | | Use color coding to help students write the word form of the numeral (for example: **six hundred thirty-four**). Each place value being represented by a different color. | | | | |  | | --- | | Pre-teach vocabulary: |   *Hundreds, one, tens,* and *place value* |
| **Assessment(s):**  Teacher will monitor during independent practice. Also check for understanding during closing activity. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| three hundred seventy- six | | 753 |
| 947 | | seven hundred fifty-three |
| two hundred five | | 376 |
| nine hundred forty-seven | | three hundred twenty-one |
| 321 | | five hundred sixty-nine |
| 569 | | 205 |
| six hundred eighty-three | | three hundred fifty-six |
| seven hundred sixty-two | | four hundred ten |
| 356 | 683 | |
| 410 | 762 | |

Extension Sheet

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| --- | --- |
| one thousand six hundred fifty-four | three thousand seventy-three |
| seven thousand eight hundred ninety-one | 6,210 |
| 2,312 | 7,891 |
| six thousand two hundred ten | 1,654 |
| 3,073 | two thousand three hundred twelve |
| nine thousand six hundred thirty-seven | 9,637 |
| one thousand seventy | four thousand one |
| 4,001 | 1,070 |
| six thousand five hundred nineteen | three thousand two hundred forty-three |
| 3,243 | 6,519 |